

Lesson Topic: Finding and using credible sources to answer a research question. Students will be given one chapter from the book *Two Truths and a Lie: Forces of Nature* by Ammi-Joan Paquette and Laurie Ann Thompson. The chapter is broken up into three sections. Two of the sections are true and one is a lie. Students will use credible sources to determine which section of the chapter is a lie.

Target Audience – 5th Grade students

Objectives

- 5th Grade students will learn how to analyze the credibility of websites using the Domain criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) by end of lesson.
- 5th Grade students will learn how to verify the validity of quotes and images in the sources they find using the Quotes/ Images criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) by the end of the lesson.
- 5th Grade students will learn how to verify the credibility of websites by using the author criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) by the end of the lesson from
- 5th Grade students will use trusted databases located in their student portal to determine if a section of the chapter is the truth or if it is a lie by the end of the lesson.
- 5th Grade students will use Google to find at least two credible sources using the Triangulation criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) to determine if a section of the chapter is the truth or if it is a lie by the end of the lesson.
- 5th Grade students will successfully determine which section of the chapter was the truth by the end of the lesson

Lesson Assessment

Students will be assessed using a badging system. There is one badge for each objective they meet. Students will successfully achieve the goals of this lesson if they earn a badge associated with at least four of the objectives. There is a special badge for meeting at least four of the objectives.

- 5th Grade students will learn how to analyze the credibility of websites using the Domain criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) by end of lesson.

The badge associated with this objective is the **Domain Champion** badge.



Students can earn the **Domain Champion** badge by showing the media specialist the websites they used to determine which sections were the truth and which sections were the lie. If they can prove the websites, they used to meet the Domain criteria on [Jennifer Legarde's infographic on Tips for Spotting Fake News](#), they will earn this badge. The criteria include credible domains, recognizable sites and not littered with advertisements.

- 5th Grade students will learn how to verify the validity of quotes and images in the sources they find using the Quotes/ Images criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) by the end of the lesson.

The badge associated with this objective is the **Quote and Image Sleuth** Badge



Students can earn the **Quote and Image Sleuth** Badge by showing the media specialist the quotes and images they used to determine which sections were truth and which sections were a lie. They must prove to the media specialist they applied the quotes/ images verification criteria on [Jennifer Legarde's infographic on Tips for Spotting Fake News](#). If they satisfactorily apply the criteria, they will earn the badge.

- 5th Grade students will learn how to verify the credibility of websites by using the author criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) by the end of the lesson from

The badge associated with this objective is the **Author Authority** Badge



Students can earn the **Author Authority** Badge by showing the media specialist the websites they used to determine which sections were true and which section was a lie and proving the websites meet the criteria for author on [Jennifer Legarde's Infographic on Tips for Spotting Fake News](#). The criteria include the author is listed, there is an about page you can review, is the author associated with other suspect sources, what can we learn from the author's other works.

- 5th Grade students will use trusted databases located in their student portal to determine if a section of the chapter is the truth or if it is a lie by the end of the lesson

The badge associated with this objective is the **Database Detective** badge.



Students can earn the **Database Detective** badge by showing the media specialist the database research they conducted to determine which sections were the truth and which section was a lie.

- 5th Grade students will use Google to find at least two credible sources using the Triangulation criteria from [Jennifer Legarde's Tips for Spotting Fake News](#) to determine if a section of the chapter is the truth or if it is a lie by the end of the lesson.

The badge associated with this objective is the **Triangulator Extraordinaire** badge.



Students can earn the **Triangulator Extraordinaire** badge by showing the media specialist they used Google to find at least two credible sources to determine which sections were the truth and which section was a lie. Students will determine the sources are credible by employing the Triangulation criteria on [Jennifer Legarde's Infographic on Tips for Spotting Fake News](#). Students will need to show the media specialist at least to other reputable sources that corroborate the credible sources. If they cannot find those two credible sources, they will use a site like Snopes.com to see if independent fact-checkers have verified the information or discredited the information.

- 5th Grade students will successfully determine which section of the chapter was the truth by the end of the lesson

The badge associated with this objective is the **Truth Detective** badge.



Students can earn the **Truth Detective** badge by figuring out which sections were the truth and which section was a lie.

If students earn at least four badges they will have met at least four objectives. Successfully demonstrating their knowledge for four objectives is what is required to successfully demonstrate their

knowledge of finding and using credible sources. Students will earn a special badge for meeting at least four of the six objectives in the lesson. This special badge is the **Digital Super Sleuth** badge.



Standards

AASL

- I. Inquire B. Create Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.
- III. Collaborate A. Think Learners identify collaborative opportunities by 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.
- III Collaborate D. Grow Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions.
- IV. Curate B. Create Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 3. Systematically questioning and assessing the validity and accuracy of information.
- IV. Curate D. Grow Learners select and organize information for a variety of audiences by: 3. Openly communicating curation processes for others to use, interpret, and validate.
- V. Explore A. Think Learners develop and satisfy personal curiosity by: 2. Reflecting and questioning assumptions and possible misconceptions.
- VI. Engage A. Think Learners follow ethical and legal guidelines for gathering and using information by: 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

FINDS

- **Focus on the Information Needed** - Identify area of inquiry, decide how much information is needed and develop a search plan.
- **Investigate** - Locate and evaluate relevant and reliable print and digital resources.
- **Note and Evaluate Facts** - Read, evaluate and select information to answer search need; take notes and record data for citations and Analyze information gathered and compare with research need.

B.E.S.T. ELA Standards

- [ELA.5.C.4.1](#)

Time needed – 1 hour and 30 minutes to 2 hours (can be broken up into 3 or 4) 30-minute segments)

Materials:

- One copy of *Two Truths and a Lie: Forces of Nature* by Ammi-Joan Paquette & Laurie Ann Thompson
- One copy of Chapter 1 for each student placed in a folder (fair use 10% or less of the book)
- One copy of [Jennifer Legarde's Infographic on Tips for Spotting Fake News](#) (Creative Commons license) for each student
- Chromebook/ Computer/ iPad for each student
- SMART board/ Projector and computer for instructor
- Google Slide Deck for this unit
- Pear Deck add on installed

Procedure

1. Break the class up into groups of three and sit each group at a different table
2. Introduction to Fake News – **approximately 30 minutes**
 - a. Show students the following Noah Tavlin's TEDed Video – [How False News Can Spread](#)
 - b. Discussion about the video
 - c. Pose each question to the table groups and have them turn and talk to their table groups for a few minutes and then have them share with the whole group. Repeat this step with each question
 - i. Were you surprised to learn the quote attributed to author Mark Twain was not in fact said by Mark Twain? Why or why not?
 - ii. Even though we don't know who said it, the quote "A lie can travel halfway around the world before the truth has put on its shoes," is significant. Why do you think the quote has importance and what is it teaching us?
 - iii. Describe what you think the phenomenon of circular reporting is.
 - iv. Why do you think it's important to understand what circular reporting is?
 - v. Is user-generated content like Wikipedia or a Wiki page a reliable source? Why or why not?
 - vi. What is your biggest takeaway from this video and why do you think it's the most important thing you learned?
 - d. Show students Hannah Logue's TedExYouth@Lancaster Video - [How to Spot Fake News](#)
 - e. Discussion about the video

- f. Pose each question to the table groups and have them turn and talk to their table groups for a few minutes and then have them share with the whole group. Repeat this step with each question
 - i. When the video starts Hannah talks about some amazing “innovations” like an electric car that doesn’t need to charge, a lemon pomegranate hybrid, and a gorilla knitting. Before she told you they were sensational did you think the “innovations” could possibly be true? Why or why not?
 - ii. What is a satirical news site and why was it significant that a story from a satirical news site was quoted by Fox’s opinion website Fox Nation?
 - iii. How do we determine what is true, what is false?
 - iv. What did you think about Hannah’s new method for authenticating a story? Do you think it will help you spot fake stories more easily and why? Do you think it’s better than the CRAAP method Hannah discussed in her video?
 - v. What was your biggest takeaway from this video
3. Take students through [Jennifer Legarde’s Infographic on Tips for Spotting Fake News](#) - Students will interact with new knowledge presented in steps a through d in the Google Slide Deck through Pear Deck enabled slides - **approximately 30 –40 minutes**)
4. Open the linked [Google Slide Deck](#) and start the Pear Deck add on
5. Have students go to joinpd.com and put the join code in.
6. Ask students to log in with their school Google account
 - a. Students will learn how to determine the domain credibility of a site using the following criteria from [Jennifer Legarde’s Tips for Spotting Fake News Infographic](#)
 - i. Do you recognize the site name
 - ii. Does the URL end in a common domain such as: .com?, .net? .org?
 - iii. Discuss how some sites in other countries have 2 letter domains like .fry for France but they are reputable
 - iv. Does the website have lots of advertising
 1. Is this a red flag and why
 - b. Students will learn to determine the validity of quotes and images using the quotes/ images criteria from [Jennifer Legarde’s Tips for Spotting Fake News Infographic](#)
 - i. Are there any quotes in the story and are they verifiable?
 - ii. Do the quotes seem sensational or outrageous?
 - iii. Are the image sources cited?
 - iv. Discuss the use of sites like tineye.com to find the original source for an image.
 - v. Discuss that using [tineye.com](#) can help students figure out the validity of images
 - c. Students will learn to verify the credibility of a website’s author using the author criteria from [Jennifer Legarde’s Tips for Spotting Fake News Infographic](#)

- i. Is there an author listed?
 - ii. Is there an “about” page you can look at?
 - iii. Is the author associated with any suspect sources
 - iv. What can you learn about the author from their other works?
 - d. Students will learn how to triangulate the information they find using the criteria from [Jennifer Legarde’s Tips for Spotting Fake News Infographic](#)
 - i. Are there at least two other reputable sources that are publishing the same information?
 - ii. Students will learn to use [Snopes.Com](#) to see if the information has been verified independently or if it is false.
7. Introduce and show the databases that are available to students in their portal. Take them through a short demonstration of each database
 - a. Gale inContext Elementary
 - b. Gale inContext Middle School
 - c. World Book Discover
 - d. World Book Student
 - e. SIRS Discoverer
8. Introduce the badging system to students and show them the criteria needed to earn each badge. Tell students they will have achieved mastery of this content if they earn at least four badges. Students who achieve mastery will earn a special badge **(approximately 10 mintues)**.
 - a. To earn the **Domain Champion** badge students will need to show the media specialist the websites they used to determine which sections of the chapter were the truth and which section was a lie
 - i. Students will record the websites they used on a Google Doc and share it with the media specialist.
 - b. To earn the **Quote and Image Supersleuth** badge students will need to show the media specialist the quotes and images they verified to determine which sections of the chapter were the truth and which section was a lie
 - i. Students will record the URL for images and the sources they used to determine validity on a Google Doc and share it with the media specialist
 - c. To earn the **Author Authority** badge students will need to show the media specialist the websites they used to determine which sections of the chapter were the truth and which section was a lie meet the criteria to determine author is reliable.
 - i. Students will list the website and the author on a Google Doc and share the criteria they used to determine the credibility of the author.
 - ii. Students will share the document with the media specialist.
 - d. Students can earn the **Triangulator Extraordinaire** badge by showing the media specialist they used Google to find two credible sources to determine which sections of the chapter were the truth and which one was a lie.

- i. Students will list the website and the evidence they corroborated the information on a Google doc
 - ii. Students will share the Google doc with the media specialist
 - e. To earn the **Database** detective badge students will need to show the media specialist they used databases to determine which sections of the chapter were the truth and which section was a lie.
 - i. Students will copy the permalink to the database articles to a Google Doc
 - ii. Students will share the Google doc with the media specialist.
 - f. Students can earn the **Truth Detective** badge by correctly determining which sections of the chapter were the truth and which section was a lie.
 - i. Students will record their answers on a Google doc and share it with the media specialist
 - g. If students successfully earn four of the six badges, they will have achieved mastery of these skills and will earn a special badge. This special badge is called the **Digital Super Sleuth** badge.
 - i. The media specialist will determine who earns this based on the evidence on each student's Google document.
9. Instruct students to open their folders and read each section of the chapter
 - a. allow **approximately 20 – 30 minutes** for them to read the chapter
10. Once students have read the chapter, each student will select one section of the chapter to research and use their newly learned skills to determine if their section is truth or a lie (**allow 30 minutes**).
11. Once each member of the group has figured out if their section was the truth or if it was a lie, the group will discuss their findings and come to an ultimate consensus about which sections were the truth and which section was the lie.
12. Once the group has made their absolute determination, they will share their Google Docs with the media specialist for confirmation of their answer
13. At the conclusion of the lesson, the media specialist will announce which groups successfully determined which sections were the truth and which sections were the lie.

References

Legarde, J. (n.d.). Library Girl's Tips for Spotting Fake News. Jennifer Legarde.

Paquette, A.-J., & Thompson, L. A. (2018). *Two truths and a lie: It's alive!* WALDEN POND PR.

Ted-Ed. (2015). *How false news can spread*. YouTube. Retrieved November 21, 2021, from https://youtu.be/cSKGa_7XJkg.

TedX Talks. (2019). *How to Spot Fake News*. YouTube. Retrieved November 21, 2021, from <https://youtu.be/YDxGZIW8Z74>.

Library Girl's

Tips For Spotting Fake News



Before you buy what they're selling, check to see if you can answer these questions:

AUTHOR

- Is there an author listed?
- Is there an "About" page you can review?
- Is the author associated with other suspect sources?
- What can we learn from the author's other works?

DOMAIN

- Do you recognize the site name?
- Does the url end in a common domain such as .com? .net? .org? **
- Is the website littered with advertisements?

**Note: some sites from other countries end in 2 letter domains such as .uk (for the United Kingdom) or .au (for Australia) but are still reputable.

TRIANGULATION

- Can you find at least 2 other reputable sources that are publishing similar information?

If not, check Snopes.com to see if the information has been independently verified or proven false.

QUOTES/IMAGES

- Are any quotes in the story verifiable?
- Do the quotes seem sensational or outrageous?
- Are image sources cited?

Sites like www.tineye.com can help you find an image's original source. Once found, verify it too is trustworthy.



This resource was created by Jennifer LaGarde
For more information visit: www.librarygirl.net